














# Curriculum Grid Oak Class Year 5 and 6 Autumn Term 2025-6



<p><b>R.E.</b></p> <p>Believing – What do religions say to us when life gets hard? (Christians, Hindus and non-religious)</p> <p>Kingdom of God – what kind of King was Jesus?</p>		<p><b>English</b></p> <p>Saving Sorya.</p> <p>Based on a true story about a young conservationist trying to return a sun bear to its natural habitat.</p>  <p>The 1000 year old boy.</p> <p>A captivating story of friendship and self discovery.</p>  <p>Whole Class Reading: The Hobbit</p>	<p><b>Art and Design</b></p> <p>Drawing: Make my voice heard.</p> <p>Painting and mixed media: Portraits</p> 	<p><b>Design and Technology</b></p> <p>Mechanical systems:</p> <p>Automata Toys.</p> 
<p><b>Science</b></p> <p>Properties of materials.</p> <p>Changes of materials</p>		<p><b>French</b></p> <p>French Transport</p> <p>In my French House</p>		
<p><b>Maths</b></p> <p>Place value</p> <p>The four operations</p> <p>Fractions. Converting Units (Y6)</p> <p>Daily times tables/fluency.</p> <p>Mastering Number daily</p>		<p><b>Music</b></p> <p>Film Music</p> <p>Composition notation (Ancient Egyptians)</p> 	<p><b>PSHE</b></p> <p>Me and my relationships</p>  <p>Valuing difference</p>	<p><b>PE and Movement</b></p> <p>Game Sense</p> <p>Invasion</p> <p>Tag Rugby (Coach)</p>
<p><b>Computing</b></p> <p>Online safety focus at start of each session to include YGam, focussing particularly on gaming.</p> <p>Online safety and key skills.</p> <p>Computing systems and networks – systems and searching</p>		<p><b>History</b></p> <p>How did the achievements of the ancient Maya impact their society and beyond?</p> 	<p><b>Geography</b></p> <p>Why do populations change?</p>	<p><b>Key themes and vocabulary:</b></p> <p>Negotiation, compromise, being assertive, our emotional needs, communication, challenges in friendships, peer influence, freedom of choice, inappropriate behaviours.</p> <p>It's ok to be different, respecting differences, tolerance, gender stereotypes.</p> <p><b>British Values</b> – Introduction to British values and Democracy.</p>
				<p>Autumn 2</p> <p>Swimming</p> <p>Football (Coach)</p>

## Me & My Relationships

### Key questions

#### Feelings

What are emotional needs?  
Do we have the same emotional needs?  
Do emotional needs stay the same?  
Why are emotional needs important?

#### Friendship Skills, Including Compromise

What qualities make a good friend? Why?  
How does a good friend show these qualities?  
Do these qualities make a difference in friendships? How?

#### Assertive Skills

How can someone stand up for themselves?  
When would someone use their assertiveness skills?  
Is assertiveness the best way to react to pressure? Why?

### Key vocabulary

collaborate aggressive  
resolution conflict pressure  
emotional needs passive  
assertiveness negotiation  
unsafe compromise  
body language respect  
uncomfortable touching qualities  
unhealthy relationship

### I can ...

I can give a range of examples of our emotional needs and explain why they are important.

I can explain why these qualities are important.

I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

## Valuing Differences

### Key questions

#### Recognising and Reflecting On Prejudice-Based Behaviour

What is prejudice?  
Why do some people show prejudiced behaviour?  
What is empathy?  
Can empathy help people to be more understanding of those who are different? How?

#### Understanding Bystander Behaviour

How can a bystander's behaviour affect a bullying situation?  
When would it be unsafe to be an active bystander?  
When would it be safe to be an active bystander?

### Key vocabulary

disrespect bystander  
self-esteem diversity prejudice  
identity empathy stereotype  
tolerance assumption  
media influence situation  
gender stereotype community

### I can ...

I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.

I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.